

**PINPOINT**

*Are they simply presiders over the status quo, content to take the path of least resistance?*

Michael Wilshaw, Chief Inspector of Schools England, Head of Ofsted

## September 2015 Framework

This new common inspection framework (CIF) unites the three sectors of early years, school and FE & skills providers. While there are some differences between the sectors, the CIF will focus on the same four factors:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

There will still be separate handbooks for each sector.

## Why this change?

Michael Wilshaw said he wanted to bring about more cohesion between the sectors. And to help people make more direct and accurate comparisons between different providers.

He was also responding to feedback he could no longer ignore. By shedding all his outsourced inspectors, he showed his concerns about growing criticisms of poorly and inconsistently executed inspections.

Equally importantly, Ofsted responded to a barrage of evidence from teacher bloggers and academics about the very basis of their judgements on teaching. So much so that David Didau, teacher blogger, was invited to help draft the new framework! And professor Robert Coe's work on poor proxies for learning and invalid observations brought about the end of graded observations.



*We will also ensure that the inspectors have experience and understanding of early years.*

Nick Hudson, Ofsted national director for Early Years.



*We will have directly employed HMI as well as what we will call Ofsted inspectors the majority of whom will be serving practitioners.*

Sean Harford, Ofsted national director for schools



*This gives us an opportunity to inspect and talk in much more detail about well young people are prepared for work.*

Lorna Fitzjohn, Ofsted national director for FE & Skills

## Teaching Turn Around

David Didau, among others, has published frequent posts full of razor sharp reasoning and solid evidence that pretty much demolishes many cherished beliefs held by Ofsted and, no doubt, many leaders and managers. Remarkably, and to their credit, Ofsted made an historic U turn as a result.

Here are the main points:

■ **Teacher talk.** This is not bad. Nor does it, inevitably, lead to passive learning just because observers cannot see students' internal information processing.

■ **Student progress.** Teachers no longer have to demonstrate that students have made progress within a single lesson. Such an approach leads to superficial learning that's not well understood and doesn't stay in long term memory.

Correspondingly, practice has regained validity — previously derided because, by definition, students weren't moving on, at pace, to new content.

■ **Preferred teaching style.** As you'll guess, this has led to an abandonment of the idea that teachers should all teach in a similar way. What counts are the results — evidence that students have learned the key concepts of the subject. And have assimilated this new knowledge into their long-term memory, ready for retrieval when needed. Not remembered, means not learned.

## Observing Teaching

Professor Robert Coe published and gave talks about the invalid nature of observations. It seems no amount of training or moderation could establish consistency. So much so that if you were graded a 4, there were high chances the next observer would grant a 3 or even 2.

Related to this are what Coe calls *poor proxies for learning*. These are the student behaviours you find on observers' checklists that are supposed to signify that learning is taking place. Alas, this is simply not so, as study after study reveals. Our best efforts and guessing what is going on in students' heads, it appears, is not at all accurate.

The result of the dissemination of such evidence, has resulted in the end of graded observations. The pretense of a semi-scientific, objective evaluation could no longer be maintained.

## Managing the Change

Engaging teachers in dialogue about the intentions of their teaching choices introduces a more productive approach to observations. Professional conversations like this, deepen teachers' learning as well as challenging them with relevant data against which to evaluate their successes. HOW2s were designed with this very process in mind. Scan other PinPoints and ViewPoints to learn more.

## REFERENCES

**Ofsted (2015)** The Common Inspection Framework: Education, Skills and Early Years.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/434936/The\\_common\\_inspection\\_framework\\_education\\_skills\\_and\\_early\\_years.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434936/The_common_inspection_framework_education_skills_and_early_years.pdf)